DOCUMENT RESUME

ED 194 165 JC 800 604

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TITLE Personal Achievement Reading: Business.
INSTITUTION Kirkwood Community Coll., Cedar Rapids, Iowa.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE 77
NOTE 113p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Business Education: Community Colleges: Context Clues: Dictionaries: Morphemes: *Reading Skills: Study Skills: Two Year Colleges: Vocabulary Development: *Vocabulary Skills: Word Recognition: Workbooks

ABSTRACT

Exercises are provided in this set of four workbooks designed to aid students in business programs in building vocabulary and reading skills. Each workbook borrows from business terminology to provide explanations and exercises for a sequential series of instructional objectives. One workbook concentrates on developing the ability to determine word meanings through contextual inference. Exercises in this booklet are designed to demonstrate the variety of meanings a word can have in various contexts and to caution students about the limitations of using context clues to determine word meaning. Another workbook helps students recognize and define suffixes and prefixes common in business terminology. Special emphasis is placed on using word parts to define words with which students may not be familiar. A third workbook presents exercises which help the student make efficient use of the dictionary, by reinforcing the student's understanding of alphabetical order and of the components of a dictionary entry. The fourth workbook discusses and illustrates learning strategies to be used by the student in mastering technical vocabulary encountered in reading assignments. Accompanying the exercises in these four workbooks are pre- and post-tests designed to help students assess their progress in relation to each of the instructional objectives covered. (JP)

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ED194165

PERSONAL ACHIEVEMENT

READING

Business

Prepared by

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Fund for the Improvement of Postsecondary Education

JC 800 604

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CURRICULUM MATERIALS DEVELOPED

UNDER THE AUSPICES OF

FUND TO IMPROVE POST SECONDARY EDUCATION

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1977

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PERSONAL ACHIEVEMENT

READING

Business

Clues to Word Meaning

CLUES TO WORD MEANING - BUSINESS

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CLUES TO WORD MEANING

By itself, a word does not have a clear, precise meaning. Suppose someone were to ask you the meaning of "field". You might not be able to answer because "field" as presented to you does not have a clear definite meaning. But, if that person were to say "cornfield" you would immediately know he/she is talking about an area of land where corn is raised. If, on the other hand, someone says, "Wow, he can really field that ball!" you would know that in this context "field" means to catch a ball.

The sentences or words surrounding a particular word are called the context. The context can give you the meaning not only of familiar words like "field", but also of new or difficult words. The writer frequently gives the meaning of a new word in the same paragraph or near by so that you don't have to go as far away as a dictionary or even a glossary to find definitions while you are reading.

In this unit you will work on:

(1) special meanings for commonly used words and

(2) getting meanings of words from the context.

As you learn these skills, you will enlarge your vocabulary and become a better reader.

OBJECTIVE 1

You will be able to select the appropriate meaning for ten common words, according to the context in which the words are used.

STRATEGY

A word may have more than one meaning. Its meaning depends on the way it is used. Take "hit" for example. A "hit" is what a baseball player gets if his bat connects with the ball; you can "hit" someone else (provided you're bigger than they are) or you can "be a hit" (popular, well received) if you do something everyone else admires.

A "hit" can also be a popular song, a new recipe or a movie--anything very successful. A teacher may only have time to "hit" the high spots in one class period; you father may "hit" the roof when you're late getting home, or a friend may "hit" you for a $5.00 loan.

Have you ever "hit" the books, "hit" the hay or better yet, "hit" the jackpot? The definition of "hit" all depends on the context it's used in.

A. You have seen and used all of the following words. Each word has many meanings, some of which we don't use as often as others. See how many different ways you can use each word. For example, use the word "stick":

1. A "stick" is a piece of wood.
2. You can "stick" (poke) someone in the ribs.

3. A nickname will often "stick" with a person as he/she grows older.

4. Would you care for a "stick" of gum?

There are many meanings for "stick". Can you add others to this list?

B. Several words have more than one meaning. You must read a sentence carefully to decide which meaning best fits that sentence.

Read the words and definitions below:

area: n. 1. a certain place; 2. size or dimension of a surface

border: n. and v. 1. the edge; to edge; 2. division between countries

current: n. 1. flow of electricity or water; adj. 2. unit of measure for temperature

degree: n. 1. unit of measure for circles or angles; 2. unit of measure for temperature

interest: n. 1. attention; 2. amount of money added or paid

positive: adj. 1. sure; 2. relating to one end or pole of a battery

solution: n. 1. answer to a problem; 2. liquid mixed with something

Read the sentences below. On the blank in each sentence, write the word from the list on page 3 that best fits the meaning of the sentence. You may use some words more than once. The first one is done.

1. Their yard has an AREA of 150 feet.

2. They crossed the _____ between the two countries. They were then in a new _____.

3. I cannot find the _____ to this problem.

4. His temperature dropped one _____ today.

5. The map is up to date and shows the _____ roads.

6. The _____ on the river is very strong.

7. Use a _____ of salt and water in the experiment.

8. He undid the wire at the _____ end of the battery. This stopped the _____.

9. The lady showed great _____ in the blue _____ around the paper. She was _____ that it was the _____ to the mystery.

As you read your class textbooks, watch for familiar words used in unfamiliar ways.

When you have completed these definitions, see your instructor for a post-test covering them.

OBJECTIVE 2

You will be able to determine the meaning of at least nine (9) given words by using context clues.

STRATEGY

Not only does the context decide the meanings of familiar words, but it also gives you an idea of the meanings of words you don't know or haven't seen before.

Often you can tell the meaning of a word by reading the words around it. When you come to a new word read to the end of the sentence (or paragraph) to see if you can figure out the meaning.

EXAMPLE: Glumpf (This is a made-up word. See if you can figure out its meaning.)

a. Fred is very good in glumpf.

(We don't know the meaning of this sentence because we don't know the last word. Go on to the next sentence.)

b. He was in glumpf league last summer.

(There are two clues given in this sentence. What are they?)

1) _____ 2) _____

c. He can throw a glumpf so slow that you can count the stitches.

(Glumpf hasn't changed; we've only surrounded it with different words.)

d. Last year he visited the Glumpf Hall of Fame in Cooperstown, New York.

(What is the new clue given here? _____)

e. From the clues given in the above sentences we know that glumpf means _____. (Fill in the blank.)

REMEMBER: Think about all the words you know to see if you can figure out the words you don't know.

Now see if you can figure out the meaning of the underlined words in these sentences by using the context. The questions in parentheses will help you think through the process.

a. The deep-sea diver used a special searchlight to help him see in the murky waters.

(What would a deep-sea diver use a searchlight for?)

b. The balloon ascended to a height of six hundred feet.

(What would a balloon have to do to reach 600 feet?)

c. The fire was extinguished with a special kind of liquid foam.

(What might liquid foam do to a fire?)

murky means _____

ascended means _____

extinguished means _____

The examples above have the most obvious type of contextual clue--there can be no doubt about the meanings of the words. You only had to use common sense or recall an experience you have had or read about to decide the meanings. We know from experience how people and things act in a given situation. Consequently we can come close to figuring out the meaning of the word by looking at the situation (the whole sentence) and recalling what a logical outcome would be.

Here is another example of a common sense context clue. Can you tell what magnify means in the sentence below?

The microscope is of the utmost importance in the study of biology because it can magnify objects too small to be seen by the naked eye.

(What is a microscope used for? For enlarging or making things which are usually too small to be seen look bigger. Therefore, magnify means to make things look larger.)

Here are some "common sense" and "common experience" contexts. Each sentence contains a clue or clues to the meaning of the underlined word. Decide the meaning by using common sense or recalling some experience you know about, as in the examples above. Then choose the best meaning for the word according to the context.

____ 1. The basketball game was a fiasco, with our team scoring 21 points to their 104.

(a) success
(b) disaster
(c) challenge

____ 2. The heart attack victim was resuscitated through the use of mouth-to-mouth breathing.

(a) brought back to consciousness
(b) forced to lie down
(c) helped to his feet

____ 3. During those first confusing days, the thoughts of a new student at Kirkwood drift back to high school or home where she was "in", knew everyone and felt comfortable. A feeling of nostalgia sweeps over her.

(a) delight
(b) sadness
(c) homesickness

Although (b) is a possible answer, (c) is the best answer because it is more specific in terms of the sentences given here. As you can see, the context clue is sometimes in front of the word.

Use the context to determine the meanings of the following underlined words:

1. We had no use for our flashlights; the moon illuminated our path very clearly.

   illuminated means _____

2. I cannot tell you a secret unless you promise not to divulge it.

   divulge means _____

3. President Franklin D. Roosevelt died in 1945, and his wife in 1962; she survived him by seventeen years.

   survived means _____

4. Farmers will be in trouble unless the drought ends soon; it hasn't rained in six weeks.

   drought means _____

5. The speaker should have used a microphone. His voice was inaudible, except to those near the platform.

   inaudible means _____

6. At one point during the hurricane, the winds reached a velocity of 130 miles an hour.

   velocity means _____

7. The hot rod race ended in a tie when Paul in "Blue Lightening" and Andy in the "Yellow Streak" crossed the finish line simultaneously.

   simultaneously means _____

Check your answers with the answer key. If you got 6 or more correct, go on to the next objective. If you missed more than one, see your instructor before you go on.

OBJECTIVE 3

You will be able to determine the meaning of ten (10) given words by using definition clues.

STRATEGY

Sometimes authors realize they have used words you, the reader, may not know. In that case they may give an outright definition or explanation of its meanings to help you. In other words, a definition of a difficult word may be clearly stated in the same sentence or at least the same paragraph.

EXAMPLE #1: A balance sheet shows assets, anything of value that is owned, and liabilities, amounts that are owed.

a. The definitions of assets and liabilities are underlined twice. Here the clue (the definition) is close to the word and is "signalled" by commas on each side of the definition. (Sometimes the word "or" is used as well as the commas.)

b. A definition or explanation clue is also often indicated by a form of the verb "to be" as in these examples. (The clues are underlined twice.)

EXAMPLE #2: Cross-referencing is a method of indexing records under more than one title.

EXAMPLE #3: Indian paint brush is a type of showy herb that grows in the southwestern United States.

c. Sometimes a definition clue appears in the form of description. Again, a form of the verb "to be" is usually used.

> **CAUTION:** Be sure the description is a fairly precise one before you rely on it for a definition. This sentence, "A gazelle has four thin legs and is very nimble-footed," is too general and vague to be a definition.
>
> However, Example #4 is a more precise description, and therefore a good definition.
>
> EXAMPLE #4:
>
> The griffin was a mythological monster with an eagle's wings, head, beak, and a lion's body, legs and tail.

In the following sentences use the definition clues to decide the meanings of the underlined words. Then write those meanings on the blank lines.

1. We must all soon learn how to compute in the metric system which is a decimal system of weights and measures universally used in science.

_____

_____

2. Proprietorship is what the business is worth.

_____

3. & 4. To encourage prompt payment, a businessman often offers cash discounts, that is deductions from the list, or catalog, price.

meaning of cash discounts _____

_____

meaning of list price _____

5. Interest payments on bank savings accounts are payments for the use of your money.

_____

_____

6. The decrease in value of an item is called depreciation.

_____

7. Almost every business has certain equipment, fixed assets, whose value depreciates as it gets older.

_____

8. A warranty, a promise from the seller to the buyer that foods purchased will perform according to representation, may take the form of an express warranty.

_____

9. A warranty may be definitely stated, in which case it is called an express warranty.

_____

10. All of the goods and all of the services a nation produces during a year are its gross national product.

_____

How did you do? If you missed more than one, check with your instructor. Otherwise, go on to the next objective.

OBJECTIVE 4

You will be able to determine the meaning of nine (9) out of ten (10) given words by using example clues.

STRATEGY

Examples are frequently used to provide a meaning within a context. Words which sometimes indicate this clue are:

especially	this	for example
like	in that way	these
other	such as	e.g.

EXAMPLE #1: Non-personal sales promotion, e.g., advertising, can reach a vast group of potential customers.

In Example #1 the meaning of "non-personal sales promotion" is made clear by an example clue (e.g. advertising). In English, e.g. means for example. (Notice that the example is found after the abbreviation.)

In the following practices, identify the example context clue. Then write your definition of the underlined word (determined by using the clues.)

1. Liabilities are what is owed. Liabilities include unpaid bills.

   example of liability _____

   meaning of liability _____

2. Some deductions from the list or catalog price are called cash discounts. One type of cash discount is the time discount.

   example of cash discount _____

   meaning of cash discount _____

3. Firms of the same kind make up what is called an industry. For example, the automobile industry is made up of all the firms that produce automobiles.

   example of industry _____

   meaning of industry _____

4. Girls on the average consistently do better in the test items involving esthetic response such as matching colors and discriminating in pictures.

   example of esthetic response _____

   meaning of esthetic response _____

5. We have today many means of communication, especially language, that enable us to reach out to the whole world past and present for ideas worth learning.

   example of means of communication _____

   meaning of means of communication _____

6. The boys were lying still, heads down, inert, like dead men except for their loud and broken gasps for air.

   example of inert _____

   meaning of inert _____

7. The most serious shortcoming a hopeful secretary could have in terms of personality would be a lack of friendliness, especially a smile.
   example of personality _____
   meaning of personality _____

8. One marketing function that everyone knows about is advertising.
   example of marketing function _____
   meaning of marketing function _____

9. Most wholesalers specialize; that is, they handle just one line of merchandise, such as groceries, electrical goods, or hardware.
   example of specialize _____
   meaning of specialize _____

10. Some consumer goods, such as plants, flowers, farm products, etc., are bought by individuals for their own use and are marketed directly.
    example of consumer goods _____
    meaning of consumer goods _____

Did you get at least nine of the sentences completely correct? Good! Go on to the next objective. If you made more than one mistake, see your instructor for further explanation.

OBJECTIVE 5

You will be able to determine the meanings of nine (9) out of ten (10) given words by using "contrast clues".

STRATEGY

A clue to the meaning of a word can sometimes be found in an opposite word (antonym) or a contrasting idea. In using contrast clues to get an idea of the meaning of a word, you may have to search several sentences in front of and/or behind the word.

EXAMPLE #1: Although Mr. Manson guzzled liquor in great quantities every evening, his sobriety was without question during the business day.

Clue: How does drinking great quantities of liquor usually affect a person? That person becomes drunk. What word indicates that Mr. Manson was not affected in the normal way?

_____

Meaning: The context clue here is although, which shows contrast. From this clue we know that sobriety means "sober" or "not drunk".

EXAMPLE #2: The flaccid condition of his body was unlike that of Jim, who now exercises daily, watches his diet and has become thin and wiry.

Clue: unlike Jim's good physical condition

Meaning: out of shape

EXAMPLE #3: When the light brightens, the pupils of the eyes contract; when it grows darker, they <u>dilate</u>.

Clue: condition is the opposite of contract (to become smaller)

Meaning: become larger

Each of the following passages contains a "contrast clue". Below each passage write:

1) the clue that led you to the meaning of the underlined word, and

2) the meaning itself.

HINT: The following words are usually clues to contrasting or opposite ideas:

but	not withstanding	although
yet	meanwhile	however
on the contrary	or	on the other hand
nevertheless	otherwise	whereas

1. The secretary tried reading Mr. Adam's memo but found it <u>illegible</u>. However, Ms. Austin's was easy to read.

meaning of illegible: _____

clue: _____

2. Although the secretary is usually late in arriving at the office, she is <u>punctual</u> with her report deadlines.

meaning of punctual: _____

clue: _____

3. The only extemporaneous talk was Karen's; all the other secretaries gave memorized presentations.

   meaning of extemporaneous: _____

   clue: _____

4. "Bye-bye" may be a suitable ending for a telephone conversation with a friend; nevertheless, it is completely inappropriate in an office.

   meaning of inappropriate: _____

   clue: _____

5. Unlike her older sister who could meet anyone from the president of the local businesswomen's club to the President of the United States with grace and ease, Elaine was quite gauche.

   meaning of gauche: _____

   clue: _____

6. She expected the cough medicine to alleviate her cough; however, on the contrary, it seemed to aggravate it.

   meaning of aggravate: _____

   clue: _____

7. Becky excels in typing, shorthand, filing, and telephoning; her roommate, however, is not as versatile.

   meaning of versatile: _____

   clue: _____

8. They were as different as night and day. While she was a lively conversationalist, with something to say on every subject, he was reserved and taciturn.

   meaning of taciturn: _____

   clue: _____

9. Personal sales promotion offers an opportunity to provide immediate answers to customer's questions, whereas general advertising cannot hope to anticipate all the questions or objections of every customer.

   meaning of anticipate: _____

   clue: _____

10. There are probably more agencies working to protect the consumer than most people realize. Some of them are private agencies. But most of them are public agencies, which means they are government agencies.

    meaning of private agencies: _____

    clue: _____

Again, check your answers with the answer key. If you missed more than one meaning and/or clue, see your instructor. Otherwise, go on to the next objective.

OBJECTIVE 6

1) You will be able to identify reference (pronoun) clues and 2) you will be able to identify the correct referent of given pronouns in nine (9) out of ten (10) sentences.

STRATEGY

Another important context clue is the use of pronouns. Pronouns are words which replace nouns (persons or things). The noun is sometimes called the referent, the word to which the pronoun refers. Very often the referent is in a sentence before. Again, you will need to search the context. (For more explanation of referents, see IRS Booklet A-13).

A. Identify what "they" refers to in each of the following sentences:

1. Many more people now live near the Delaware River. They have built many cities and factories.

   they refers to _____

2. The sewage and the chemicals have changed the water. They have polluted it.

   they refers to _____

3. Fish cannot live in the polluted water. They have all died.

   they refers to _____

B. Remember, pronouns are words that refer to or replace nouns. They are often used to avoid repetition.

In sentence #2 below "it" is a pronoun. What noun in sentence #1 is the referent for "it"?

1. A balance sheet is one of the records kept in a business.
2. It is a form that lists what is owned, what is owed, and what a business is worth.

"It" refers to:

(a) balance sheet
(b) business
(c) records

C. Write the correct referent (noun) that the underlined pronoun stands for in each of the following passages.

1. Both hail and sleet are solid, frozen forms of precipitation. <u>The former</u> is produced when raindrops freeze as they pass through sub-freezing air layers on their way to earth. <u>The latter</u> is formed when snowflakes melt into rain and then refreeze into sleet.

To what does "the former" refer? _____

To what does "the latter" refer? _____

2. Cross-referencing is a method of indexing records under more than one title. <u>It</u> provides information about the location of documents when the request does not include the key name.

"It" refers to:

(a) title
(b) indexing
(c) cross-referencing
(d) information

3. A savings account is like loaning a bank money. You deposit money in your account, and the bank uses it.

"it" refers to:

(a) savings account
(b) account
(c) money

4. The office equipment has decreased in value. This depreciation is true of almost all equipment. It gets older.

"It" refers to: _____

5. A business buys a $200.00 typewriter and ten years later sells it for $50.00. What happened to the other $150.00? That money was deducted from the value of the typewriter because of wear and age.

"that money" refers to: _____

6. How do you find the net price after the discount is allowed? First you multiply the list price by the discount rate to find the amount of discount. Then you subtract this number from the list price.

"this number" refers to: _____

Check your answers with the answer key. If you missed more than one see your instructor. Otherwise go on to Objective 7.

OBJECTIVE 7

You will be able to name two limitations of using context clues in determining word meaning.

STRATEGY

You have learned that the context often gives hints of the meaning of words. However, it is also important to realize that:

(1) the context sometimes has nothing at all to reveal about a word's meaning and

(2) the context may mislead you about the word's meaning.

A. What does the context of the following sentences lead you to conclude about the underlined words? Is your conclusion correct in each case? (Check with a dictionary after you have made a guess).

1. "Corbett had lived in this noisome slum for only two weeks, but he would never forget the screaming voices, the angry quarreling, and the fighting that made slum life so unbearable."

   Your intelligent guess at the meaning of noisome:

   _____

2. "He was livid with rage."

   Your intelligent guess at the meaning of livid:

   _____

In these examples the context is a real fooler!

In sentence #1, both the context of the word noisome and also its structure suggest the meaning noisy. Upon using a dictionary, however, you will find the meanings offensive, distasteful, disgusting, ill-smelling. The word noisome comes from the same root word as annoy and is in no way related to noise.

In sentence #2, did you think livid meant red or flushed? It is a logical "guess" since you have probably seen people turn red with anger. However, the dictionary gives the meanings lead color, ashen, pallid and ghastly.

B. What help can you get from the context in these sentences?

"The women had an in-depth discussion of philately that lasted well into the night. Their interest in the subject was so keen that they were unaware of the passage of time."

This is an example of a context which provides no clues to the meaning of the word. You must either already know the meaning of philately and then make sense of it in the context, or you must turn to an outside source--a teacher, a knowledgeable friend, or a dictionary.

Without looking back, name two limitations of using context clues.

1) _____

2) _____

Check your answers with the "Strategy" under Objective 7. If you missed either one, reread the examples under Objective 7 and see your instructor for further explanation if you have questions.

As one teacher has wisely stated,

"Context is a magnificent help---BUT BEWARE!"

Here is a chart of guidelines for using context clues. You will probably arrive at some of your own as you read and use this technique.

DO'S AND DON'TS FOR USING CONTEXT
<u>Do</u> rely on context clues: 1. When you have a definite "unmissable clue"--a definition or direct explanation in the same paragraph. 2. When you have "highly reliable clues"--key words as explained in Objectives 2-6. 3. When you only need a general idea of what the word means.
<u>Don't</u> rely on context clues: 1. When you need an exact, definite meaning. (Context clues only give a general idea of the meaning of the word.) 2. When you don't know the meanings of the words nearby. 3. For technical words--key vocabulary which you are expected to know in your program or occupation. 4. When the word is a very important one--a key to the meaning of the whole sentence or paragraph. 5. When you have come across the word many times; if it is common in the materials you're reading, you'll want to learn it's meaning completely for future reading.

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PERSONAL ACHIEVEMENT

READING

Business

Learning Word Parts

LEARNING WORD PARTS - BUSINESS EDUCATION

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LEARNING WORD PARTS

A word like typographical may at first glance seem frustrating and even impossible. But, long words such as typographical can sometimes be broken down into word parts (typo graph ic al) which make them easier to understand and read. Often these long words are nothing more than short words with prefixes or suffixes added on. If you are familiar with the word graph (to put in written or print form) you will already have an idea of what the longer word, typographical, means. Once you learn what the prefix "typo" and the endings "ic" and "al" mean, you will have a clearer idea of the meaning of the whole word. Each of the word parts provides a clue to the meaning of typographical.

In this unit you will learn to identify different parts of words, then the meanings of some of the most commonly used word parts in the Business area. When you know how to do this you will be able to unlock the meanings of many unfamiliar words as you read.

OBJECTIVE 1

You will be able to identify and give the meanings of at least 10 of the following prefixes:

PREFIX	MEANING
bi-	double, twice, two
centi-	hundred, a hundredth
demi, hemi, semi-	half
equi-	equal
kilo-	thousand
milli-	thousand, a thousandth
mono-	single
multi-	many
poly-	much, many
quadri-	four
tri-	three
uni-	one

STRATEGY

Read the following definition and example carefully. A prefix is a syllable (a part of a word) added to the beginning of a word which changes or alters the meaning of the word.

EXAMPLE:

Prefix		Word or Root		
poly	+	graph	=	polygraph
hemi	+	sphere	=	hemisphere

Now that you have an idea of how prefixes work, do the following practices. You may look back at the first paragraphs for meanings, but try to fill in the blanks you know first.

1. Fill in the missing words.

Tricycle

A vehicle with _____ wheels.

Tri- means _____.

Bicycle

A vehicle with _____ wheels.

Bi- means _____.

_____ cycle

A vehicle with one wheel.

_____ means _____.

2. A triangle has three sides. How many sides does a quadrangle have? _____

How many feet do the quadrupeds--dogs, cattle, elephants, etc.--have? _____

The prefixes quad-, quadri-, and quadru- mean:

_____

3.

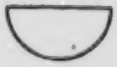
cup of coffee

demitasse of coffee

sphere

hemisphere

circle



semi-circle

Demi-, hemi- and semi- mean _____

4. The base word meter is a length of measure somewhat longer than a yard.

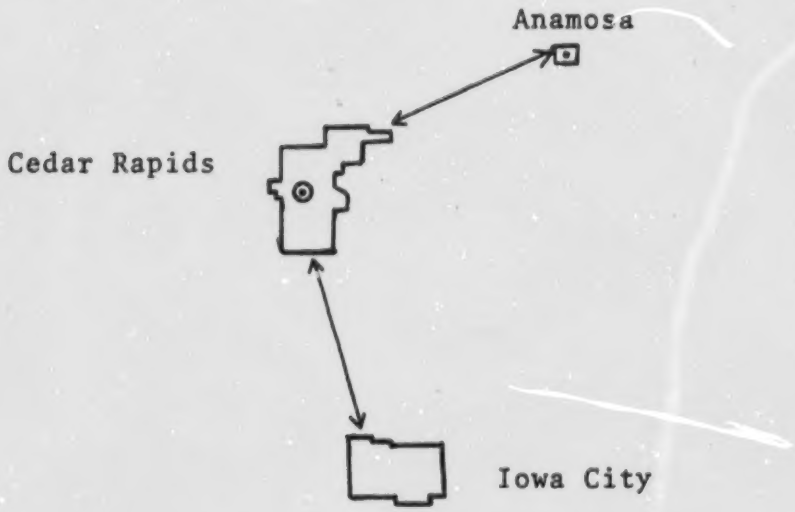
Centimeter is a word made up of a prefix (centi-) and the base word meter. Look back at the list of prefixes and their definitions (under Objective 1) to find out what centi- means.

A centimeter is a _____ of a meter.

centi- means _____

5. Anamosa and Iowa City are of equal distance from Cedar Rapids. In other words, Anamosa and Iowa City are _____ distant from Cedar Rapids.

The al in equal is dropped and replaced by _____ in the prefix equi-.



6. Polygamy is illegal in the United States; only monogamy is legal. That is, one person's being married to two or more (many) people at one time is illegal; one person may be legally married to only one person at a time.

A polygraph, often called a "lie detector" measures the changes in several (many) of the body's processes at the same time.

A polyglot speaks several (many) languages.

Comedians who work alone (one person speaking) give monologues.

A person who speaks in a single (one) tone is said to use a monotone.

poly- means _____

mono- means _____

7. The prefix multi- has a similar meaning to poly-.

multi-colored = something that has many colors

multimillionaire = someone who has millions of dollars

8. Match the meanings in Column 2 to the prefixes in Column 1.

COLUMN 1	COLUMN 2
_____ mono-	a. double, twice, two
_____ bi-	b. hundred, hundredth
_____ uni-	c. half
_____ centi-	d. equal
_____ tri-	e. thousand
_____ milli-	f. thousand, thousandth
_____ multi-	g. single, one
_____ demi, hemi-, semi-	h. many
_____ quad-	i. much, many
_____ equi-	j. four
_____ poly-	k. three
_____ kilo-	l. one

SELF POST-TEST

Cover your work for all previous strategies; write the meaning of each of the following prefixes:

uni-

mono-

bi-

tri-

quadri-

demi-, hemi-, semi-

centi-

milli-

kilo-

poly-

equi-

Did you get 9 or more of the above meanings correct? Good! If you missed more than 2, see your instructor for other activities to learn these prefixes.

OBJECTIVE 2: Part A

You will be able to identify the meanings for at least 14 of the prefixes in Parts A and B.

PREFIX	MEANING
anti-, contra-	against, opposite, opposed to
dis-	reversal, apart from, separation, deprive of
mis-	badly, opposite or lack of, not
para-	beside, beyond, near to
post-	after, behind
pre-	before, in front of
re-	again
retro-	backward, located behind
sub-	under, below
trans-	across, through, beyond, from one place to another

STRATEGY

These prefixes are frequently used in words you will come across in studying Office Education. Their most commonly used definitions are given. Study the prefixes and their meanings before you go on to the practises.

CAUTION: These letters at the beginning of a word are not always prefixes. They are sometimes a part of the base word, as in the word subtle. You should always examine a word carefully to determine first, if it has a prefix, and secondly, what that prefix may mean. (Note that some of the prefixes have more than one definition listed.) But most importantly, you should look at the sentence the word is used in to see if the definition you have determined by word analysis fits.

1. The following words contain prefixes you should become familiar with. In each of the sentences below, select one of these words to replace the underlined word or words. (Use the prefixes for clues.) Write the letter for that word in the blank that follows the sentence.

a. retroactive	d. transfer	g. disapprove
b. subscribe	e. anti-women	h. contradict
c. prevent	f. transcribe	i. subordinants

____ 1. The secretary was asked to change or transfer her shorthand into longhand before typing it.

____ 2. She was then asked to write her name underneath the report.

____ 3. This made her increase in pay effective before the present date.

____ 4. She was greatful, therefore, that her request for a move across had not gone through.

____ 5. Males who are against women tend to

____ 6. oppose their own argument when they date girls.

____ 7. Often, these men regard females as persons of a lower class or status rather than as equals.

____ 8. Perhaps they should reconsider their attitudes to avoid problems before they occur.

2. Match the word in Column A with its meaning in Column B by placing the letter of the correct meaning in the blank that precedes it. Use the prefixes as clues in determining word meanings. Do the ones you recognize easily first.

COLUMN A		COLUMN B	
1.	____ antipathy	a.	opposition in feeling
2.	____ retrogress	b.	to move backward
3.	____ post test	c.	exam afterwards
4.	____ substandard	d.	below normal
5.	____ misinterpret	e.	to understand wrongly
6.	____ retest	f.	test again
7.	____ transit	g.	to pass over or through
8.	____ pretest	h.	exam beforehand
9.	____ discredit	i.	to deprive of good reputation
10.	____ paraphrase	j.	to state in words near to the original ones

If you missed more than two of these, check with your instructor before going on.

PART B

You will be able to identify the meanings for at least 6 of the following prefixes:

PREFIX	MEANING
ad-	to, toward, near to
ab-	away from
hyper-	over, above, excessive
hypo-	under, below, deficient
im-, in-	in, into, not
inter-	between
intra-	within

1. Special attention should be given to the following sets of prefixes which are very close in spelling, but opposite in meaning.

   A. hypo-, hyper-

   Fill in the blanks.

   The _____-active child is highly energetic and easily distracted.

   On the other hand, the _____-active child is withdrawn and appears very shy and withdrawn.

   B. ab-, ad- CLUE: Think of ad- as "to add to".

   Fill in the correct prefix:

   _____-duct means to lead away.

   _____-duct means to draw toward.

She _____-ducted her arm by raising it away from her body.

She _____-ducted it by returning it to or near her side.

These two prefixes (ab- and ad-) are also frequently a part of the base word. When they're part of the base word they are NOT prefixes. Place a check only in front of the words using ad- or ab- as a prefix. You may use a dictionary to help you determine which are prefixes.

____ advise	____ abdomen
____ adjective	____ ability
____ adhere	____ abductor
____ adjust	____ above
____ adept	____ abhor (to keep away from in scorn or fear)

C. inter-, intra-

An interview is a meeting between two or more people; to intervene is to come between. Intramural sports involve teams within a school.

interstate = between two or more states

intrastate = within a state

inter- = _____

intra- = _____

D. im-, in-

This prefix has two meanings; you will need to examine the word and the sentence carefully to determine which meaning is correct. First write the two meanings, then fill in the blanks in the sentences below.

im-, in- = (1) _____

(2) _____

An immature student is _____ mature; his inability to cope with problems makes him _____ able to lead others.

Choose the correct response in each of the following sentences:

(1) A typewriter is an indispensable item for a secretary, something she (could, could not) easily do without.

(2) A person's income is the amount of money she/he is (doing without, bringing in).

SELF POST-TEST

From what you have learned in the above strategy, you should now be able to match the following prefixes and their meanings.

____ inter-	a. over, above, excessive
____ intra-	b. under, below, deficient
____ ad-	c. in, into
____ ab-	d. within
____ hyper-	e. between
____ hypo-	f. to, toward, near to
____ im-, in-	g. away from
____ im-, in-	h. not

If you missed any of these, go back over activities A-D before going on.

OBJECTIVE 3

You will be able to (1) identify the suffixes in 20 given words and (2) determine from the suffix whether the word is a noun, adjective or adverb.

STRATEGY

Suffixes are final syllables added to the end of a word which affect both the word's meaning and the way it is used in a sentence. A suffix often tells you what a word does--whether it names or describes.

Though you may not know what a word means, knowing what it does in a sentence will give you some clues about that word.

Here are some clues to help you identify what a word does in a sentence:

EXAMPLE 1: The suffix -al usually indicates an ADJECTIVE (a word which describes or tells something about a noun).

Facial, practical, and exceptional are adjectives ending in -al.

EXAMPLE 2: The suffix -ly is usually the sign for an ADVERB. An adverb is a word that describes how, where, when or why something happens.

Clearly, quickly, slowly, happily, and immediately are all adverbs ending in -ly.

EXAMPLE 3: Such suffixes as -ion (-tion, -sion), -ence, (-ance), -y, and -ity usually indicate that the word is a NOUN (a word that names a person, place, thing, or idea).

Caution, vision, independence, piracy, and capacity are examples of nouns ending with these suffixes.

1. This practice contains words with suffixes that mark them as ADJECTIVES. Four examples are given for each suffix. Give four more examples for each. You may skim one of your textbooks to find examples.

-ial, -al endings	-ic, -ac endings
1. special	1. graphic
2. personal	2. monographic
3. confidential	3. parenthetic
4. typographical	4. comic (also a noun)
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

-ful ending	-ish ending
1. cheerful	1. foolish
2. tactful	2. reddish
3. helpful	3. selfish
4. dutiful	4. freakish
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

-ant, -ent endings	-ible, -able endings
1. recipient	1. terrible
2. persistent	2. accessible
3. different	3. capable
4. convenient	4. flexible
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

-ive ending	-ous, -ious endings
1. captive	1. cautious
2. passive	2. famous
3. preventive	3. erroneous
4. decisive	4. conscientious
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

2. This practice deals with words with suffixes that mark them as ADVERBS. Four examples are given for each suffix. Give four more examples for each.

-ly ending	-fully ending
1. quickly	1. carefully
2. mildly	2. dutifully
3. slowly	3. cheerfully
4. incidentally	4. forcefully
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

-ably, -ibly endings
1. capably
2. possibly
3. forcibly
4. noticeably
5. _____
6. _____
7. _____
8. _____

3. This practice contains words with suffixes that mark them as NOUNS. Four examples are given. Fill in each blank with another example. You may skim one of your textbooks to find examples.

-ist, -or, -er endings	-y, -ity endings
1. employer	1. veracity
2. bookkeeper	2. promissory
3. advisor	3. inequality
4. receptionist	4. disparity
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

-ance, -ence endings	-ion, -sion, -tion endings
1. convenience	1. accommodation
2. evidence	2. transition
3. tolerance	3. extension
4. independence	4. conversation
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

SELF POST-TEST

DIRECTIONS: Without looking back at any of the practices, underline the suffixes of each of the following words. Place an X in the column that indicates the type of word it is. Some words may be more than one type of word.

	NOUN	ADJECTIVE	ADVERB
1. independence			
2. carefully			
3. stylish			
4. publicity			
5. petition			
6. helpful			
7. ledge			
8. capitalization			
9. official			
10. miserly			
11. happily			
12. concurrent			
13. elegantly			
14. typographical			
15. erroneous			
16. gratuity			
17. essential			
18. profession			
19. professional			
20. professionally			

If you made any errors in underlining the suffixes, go back and look at the examples for that suffix. If you missed more than two on the second part of the practice, see your instructor. Otherwise, go on to the next objective.

OBJECTIVE 4

You will be able to identify the root words in 15 given words.

DEFINITION:

Root Word = (1) the part of a word that carries the main load of the meaning.

(2) the base of a word to which other parts--prefixes and suffixes--are added.

STRATEGY

Many times words seem "impossible" or unreadable simply because they are long. For example, look at the word just used:

unreadable

Can you see a word within that word? Once you identify the root word (read), the puzzle of this "new" word is practically solved.

Complete the following activities to help you learn to identify root words. Then, look for familiar root words in long words you come across in your reading.

1. Strip the following words down to their root words by removing their prefixes and suffixes:

EXAMPLE: unreadable

(Prefix)		*Root Word*		*(Suffix)*
un	/	read	/	able

(HINT: There might not be both a prefix and suffix in a word. Also, a word might have more than one suffix.)

ROOT

a. monosyllabic _____

b. disappointment _____

c. inaccessability _____

d. impracticality _____

e. inexhaustible _____

f. incontestable _____

2. Look at the underlined root word in each practise below. Three of the four words under it are related in meaning because they are formed from this root word. Check these words. The first group is done for you.

a. sing a tune
- X singer
- X singable
- X singing
- ____ using

b. steam heat
- ____ unheated
- ____ cheat
- ____ reheat
- ____ heater

c. woman or man
- ____ manliness
- ____ manly
- ____ almanac
- ____ mannish

d. able to operate
- ____ disable
- ____ table
- ____ ably
- ____ unable

e. health care
- ____ careful
- ____ careless
- ____ scare
- ____ caring

f. years of age
- ____ ageless
- ____ aged
- ____ manage
- ____ aging

g. snow and <u>ice</u>

____ deice
____ icy
____ icicle
____ notice

h. <u>sad</u> story

____ sadden
____ saddle
____ sadness
____ sadly

i. <u>kind</u> person

____ unkind
____ kindest
____ kindle
____ kindly

j. <u>talk</u> quietly

____ talkative
____ stalk
____ talker
____ talking

k. <u>hear</u> a noise

____ heart
____ unheard
____ hearing
____ hearers

As you can see, when looking for small words within longer words, you need to:

1. look for the <u>root word</u>, not just a certain group of letters, and
2. remember that sometimes the spelling of the root word is changed before a suffix is added. (Example: In Practice C, <u>man</u> is the root word, but with a suffix the <u>n</u> is doubled --mannish.)

3. A word may have more than one suffix (one added on to another) which makes the word look long and difficult. To "attack" this kind of word, follow these steps:

   (1) Look for and break off the suffixes.

   (2) Determine the meaning of the root word.

   (3) Determine the meaning of the suffixes and how they change the meaning of the root word.

   (4) Check the sentence to be sure your definition "fits".

Follow these four steps in deciding the meaning of the following words.

EXAMPLE:

a. hopelessly: He was hopelessly in love with his best friend's girlfriend.

   1) suffix(es): -less, -ly

   2) root word: hope

      meaning: expectation of something good

   3) How is the root word changed by the suffixes?

      -less means "without" and -ly changes the word to an adverb; thus, hopelessly describes the way he loved her--without hope.

   4) Test this definition out in the sentence to see if it makes sense.

b. transcriptions: She was asked to turn her transcriptions in to the head secretary before typing final copies of the letters.

   1) suffix(es): _____

   2) root word: _____

      meaning: _____

3) How is the root word changed by the suffixes?

_____

_____

_____

4) Does this definition make sense in the sentence above?

Yes ____ No ____

c. Identify the root word in the following words:

	Suffixes	Root Word
correctible	_____	_____
flexibly	_____	_____
indebtedness	_____	_____
carelessness	_____	_____
visualization	_____	_____
disappointedly	_____	_____

SELF POST-TEST

Underline the root word in each of the following words.

1. monographic
2. consumer
3. alphabetical
4. suitable
5. education
6. inequality
7. immature
8. concurrent
9. carelessness
10. categorically
11. clerical
12. accounting
13. mailable
14. endurable
15. secretarial
16. factually
17. monosyllabic

When you have completed this test see your instructor. If you got 15 or more correct, you are ready to go on to the next unit.

You will learn the meanings of several root words in your program. Now that you have learned to recognize word parts and the meanings of some of them, you can figure out the meaning of many unfamiliar words.

OBJECTIVE 5

(1) You will be able to recognize known word parts in compound words and (2) you will be able to use the known word parts to determine the meaning of the compound words.

STRATEGY

Sometimes words are made up of two or more parts that are words which make sense by themselves. We call these compound words.

Read pages 2 and 3 in IRS booklet B-2 (Green) for an explanation of compound words. Do the exercises on those two pages in your head. Please do not write in the booklet.

SELF POST-TEST

A. Copy the compound words in the first column onto a piece of paper. Then, draw a line between the two words that make up the compound.

B. Use the meanings of the two short words in each compound to help you find the correct definition for the compound in Column 2. Write the letter of the definition on your paper next to the compound. An example has been done.

COLUMN 1	COLUMN 2
C overload	a. sold or on sale at a reduced price
1. notebook	b. a writing machine
2. bookmark	c. to put too large a load in or on something
3. cut-rate	d. a bulletin that contains news
4. newsletter	e. keeping a systematic record of business transactions
5. self-made	f. type with a heavy face
6. bookkeeping	g. a book in which notes or memorandums are kept
7. boldface	h. the selling of goods in relatively large quantities
8. whiteout	i. anything put between the pages of a book to make it easy to find the place
9. typewriter	j. love of self
10. wholesale	k. successful through one's own effort
	l. liquid used to blank out typing errors

Check your answers. If you missed more than one, see your instructor. Otherwise, you are ready to take the teacher post-tests.

REFERENCES USED FOR THIS LEARNING PACKET:

Brown, Mariestelle, An Individualized Communications Program for College and Career, North Iowa Area Community College.

Deighton, Lee, Developing Vocabulary in the Classroom.

Schachter, Norman and Whelan, John K., Activities for Reading Improvement. Steck-Vaughn Co., 1971.

Basic Reading Skills for Junior High School Use, Scott, Foresman, and Company.

PERSONAL ACHIEVEMENT

READING

Business

Finding Exact Meanings

PRE/POST TEST
FINDING EXACT MEANINGS

Obj. 1

A. Number the following words 1-10 to show their alphabetical order. 80% correct = mastery

____	some	____	leave
____	hope	____	them
____	that	____	alone
____	I	____	to
____	will	____	fly

B. Check where you would look in the dictionary to quickly locate the following words. 80% correct = mastery

	front	middle	back
1. variable	____	____	____
2. telegram	____	____	____
3. envelope	____	____	____
4. numeric	____	____	____
5. grief	____	____	____

Obj. 2

Put an X before each word you would expect to find on a dictionary page that has the two given guide words. 80% correct = mastery

sometimes		symbol	
____	simple	____	stop
____	slip	____	spoil
____	spat	____	seal
____	soil	____	supper
____	soak	____	stamp

Obj. 3 [OMIT FOR BUSINESS]

In each of the five examples, tell which part of the dictionary entry is underlined. 100% correct = mastery

1. lan·guette (lăng'gwĕt) n. [F] Music a thin plate fastened to the mouth of certain organ pipes.

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

2. pow (pō, pou) n. [Scot. and N. Eng.] the poll; the head

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

3. meg·a·pod (mĕg' ə pŏd') adj. having large feet

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

4. fink (fĭngk) n. [U.S. Slang] 1. a strikebreaker 2. a labor spy

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

5. lit·er·a·cy (lĭt'ər ə sĭ) n. state of being literate, possession of education

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

Obj. 4 [THIS IS OBJ. 3 FOR BUSINESS]

Use the pronunciation key to decide how each word is pronounced. Then check the one of the 3 given words that has the same vowel sound as the first word. 80% = mastery

1. bush (bo͝osh)	____ bus	____ cook	____ loose
2. dove (dōv)	____ love	____ soil	____ choke
3. feign (fān)	____ take	____ fight	____ feel
4. crepe (krāp)	____ crawl	____ sail	____ peep
5. id (i͝d)	____ wit	____ wipe	____ ego

PRONUNCIATION KEY

ă pat/ ā pay/ âr care/ ä father/ ĕ pet/ ē be/ ĭ pit/ ī pie/ îr fierce/ ŏ pot/ ō toe/ ô paw, for/ oi noise/ ou out/ o͝o took/ o͞o moon/ th thin/ th this/ ŭ cut/ ûr turn/ yo͞o use/ ə about/ zh pleasure

Obj. 5 [OBJ. 4 FOR BUSINESS]

In each sentence is an underlined word that might have several meanings. Choose the meaning that makes the most sense from the several dictionary meanings given. 80% = mastery

1. I am afraid I will <u>forget</u> my keys.

   a. to cease to remember
   b. to omit or neglect unintentionally
   c. to omit to take, leave behind

2. You will soon come to a <u>fork</u> in the road.

   a. the point at which a road or river divides
   b. an instrument having 2 or more prongs for lifting
   c. a tuning fork
   d. dividing into branches

3. The <u>former</u> was early, while the latter was late.

   a. preceding in time
   b. past or ancient
   c. preceding in order, being the first of two
   d. having held a particular office in the past

4. The robbers took a cool million in <u>ice</u>.

   a. solid water
   b. slang for diamonds
   c. to frost
   d. formality

5. We opened up the house to get some circulation.

   a. not shut, as a door
   b. not closed or shut
   c. unfilled
   d. undecided

Obj. 6 [OBJ. 8 FOR BUSINESS]

Name 3 sources besides a dictionary that help you find the exact meanings of words.

1. _____

2. _____

3. _____

FOR BUSINESS ONLY
OBJ. 5-7

Match the following words with their correct definitions.
80% correct = mastery

____ affect	1. qualified
____ effect	2. occurring twice a year
____ eligible	3. went by
____ illegible	4. to influence
____ biannual	5. smallest degree
____ biennial	6. rented
____ passed	7. result, to bring about
____ past	8. occurring every two years
____ leased	9. not readable
____ least	10. earlier in time, gone by

FINDING OUT EXACT MEANINGS - BUSINESS EDUCATION

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FINDING OUT EXACT MEANINGS (Using Glossaries and Dictionaries)

As you read, you will come across words for which your skills in examining word parts and/or using the context are not enough help when you need to know the exact meaning of a word. The purpose of this unit is to help you become aware of different sources for looking up new words and to help you learn how to use those sources.

Contrary to ideas you may have formed in grade school, a dictionary is not just a tool for boring drills and "copy-work". Instead, the dictionary is the most reliable source you can turn to if you want to learn or confirm your hunches about the meaning of a word. In addition to pronunciations and definitions, many dictionaries give information about the history of a word, synonyms (other words that mean the same thing), and antonyms (words opposite in meaning). Sample phrases and sentences also make the meanings of words clearer. All of these features help you better understand new or unfamiliar words.

When you learn how to take advantage of the many features of a dictionary and use it frequently, your vocabulary will improve in your classes and you will strengthen your power to keep your vocabulary growing for life.

OBJECTIVE 1

A. You will be able to quickly locate the appropriate section of the dictionary in which a word is found.

B. You will be able to arrange given words in alphabetical order.

STRATEGY

1. Read IRS Booklet A-23, "Locating Words in a Dictionary", pages 2-3 only.

2. Place these words in alphabetical order on the basis of their first letters:

convenience	debit
executive	liability
advertise	personnel
(1) _____	(4) _____
(2) _____	(5) _____
(3) _____	(6) _____

3. Place the two words in each of the following sets in alphabetical order:

(1) finance - filing _____ _____

(2) inventory - investment _____ _____

(3) teletype - telephone _____ _____

(4) respectfully - respectively _____ _____

Check your answers with the answer key. If you missed any of these pairs or any item in practice 2, see your instructor before you go on.

4. Where would you look in your dictionary for these words? Put an X for each word on the line under the correct heading--Front (A-H), Middle (I-R), Back (S-Z).

	FRONT (A-H)	MIDDLE (I-R)	BACK (S-Z)
a) collate	_____	_____	_____
b) deduction	_____	_____	_____
c) system	_____	_____	_____
d) deposit	_____	_____	_____
e) reference	_____	_____	_____
f) securities	_____	_____	_____
g) misfile	_____	_____	_____
h) variable	_____	_____	_____
i) promissory	_____	_____	_____
j) payroll	_____	_____	_____
k) envelope	_____	_____	_____
l) telegram	_____	_____	_____
m) dictation	_____	_____	_____
n) word analysis	_____	_____	_____
o) numeric	_____	_____	_____

Check your answers with the key. Did you get all of them correct? Great! If you missed more than one (1) see your instructor.

OBJECTIVE 2: Using Guide Words

You will be able to locate words in a dictionary by using guide words and alphabetical order.

STRATEGY

Read IRS Booklet A-23 "Locating Words in a Dictonary", p. 5-6. Do the exercises on those pages in your head.

PRACTICE 1: Locating Words in a Dictionary

In each box below, put an X before each word that you would expect to find on a dictionary page that has the guide words shown at the top of the box.

machine	money order
____ management	____ minutes
____ mailgram	____ multipage
____ misfile	____ microwave
____ mortgage	____ mimeograph
____ microfilm	____ motivation

legality	liability
____ legal	____ leasing
____ letterhead	____ life insurance
____ limit	____ letterhead
____ library	____ layout
____ location	____ label

dictation	executive
____ deposit	____ envelope
____ enclosure	____ endorsement
____ dividend	____ directory
____ expense	____ duplicating
____ eraser	____ express

Check your answers. If you missed more than two, see your instructor. Otherwise, go on to the next objective.

OBJECTIVE 3

You will be able to skim a dictionary entry and identify different parts of the entry in 8 out of 10 examples.

STRATEGY

Each word listed in a dictionary has a variety of information that goes with it. The word and all its information is called AN ENTRY.

Learn the different parts of a dictionary entry.

A B C D
re·tain (ri-tān') *v.* [ME < OF < L *re-back + tenere* to hold]

1: to hold on, keep in possession 2: to keep in a fixed state or condition 3: to continue to have or hold in E [to retain heat] 4: to continue to practice or use 5: to keep in mind 6: to hire or arrange in advance for the services of

A. The first thing to appear in a dictionary entry is the word itself in its correct spelling, and after divided into syllables. Re·tain is shown in two syllables.

B. The second thing listed in a dictionary entry is the pronunciation of the word. This part of the entry, when used with the pronunciation key (which you will study more closely in the next objective) will tell you how to pronounce the word. It will give you not only the sound of the letters, but the number of syllables in the word and which syllable(s) is/are accented.

C. The third part of the entry indicates part of speech. If a word may be more than one part of speech (such as run--*verb* - Run to the store. and run--*noun* - I got a run in my hose.), both symbols will be given (*v.* verb and *n.* noun). Other parts of speech are as follows on the next page.

adj. - adjective

adv. - adverb

prep. - preposition

conj. - conjunction

art. - article

pron. - pronoun

A	B	C	D
re·tain	(ri-tān')	*v.*	[ME < OF < L *re-back + tenere* to hold]

1: to hold on, keep in possession 2: to keep in a fixed state or condition 3: to continue to have or hold in [to E retain heat] 4: to continue to practice or use 5: to keep in mind 6: to hire or arrange in advance for the services of

D. The next part of the entry is the origin of the word, or where the word came from. In the example above you see ME < OF < L. This means the word came to us from Middle English, and before that the word was Old French, and before that it had a Latin base. The explanation of these abbreviations is in the front of the dictionary.

C and D are reversed in some dictionaries.

E. The last part of a dictionary entry is the actual meaning of the word. Often a word will have more than one meaning, and these will be listed in the order they are most frequently used. In other words, the first meaning listed would be a much more common use of the word than the tenth meaning listed.

NOTE: When you use a dictionary, you usually don't need to know all the information given in an entry. By knowing which part of the entry contains the information you need, and by looking directly at that part of the entry, you can save yourself a great deal of time and confusion.

EXERCISE

Below are 5 dictionary entries. On your paper, answer the questions asked about each entry.

1. sa·voy (s ə voi') n. [Fr. *cabbage of* Savoy] a kind of cabbage with crinkled leaves and a compact head

   Copy the pronunciation: _____

2. scraw·ny (skrô' nē) adj. [Scand.] 1: very thin; skinny and bony 2: stunted or scrubby

   Copy the part of speech: _____

   What does that stand for? _____

3. skein (skan) n. [ME *skeyn* < MFr.] 1: a) a quantity of thread or yarn wound in a coil b) something like this, as a coil of hair 2: a flock of wild fowl

   Copy the origin of the word: _____

   How many syllables does the word have: _____

4. stel·lar (stel' ə r) adj. [LL *stellaris* < L. *stella*] a star 1: of the stars or a star 2: like a star, as in shape 3: by or as by a star performer; excellent, outstanding 4: leading; chief a *stellar* role

   What is the second meaning of the word? _____

   Copy the pronunciation of the word: _____

5. ten·et (ten' it) n. [L., *he holds* < *tenere*] a principle, doctrine, or belief held as a truth, as by some group

   How many syllables does the word have? _____

   What part of speech is it? _____

   What does the word mean? _____

SELF POST-TEST

For the following ten questions write on your paper which part of the entry is underlined.

1. Kob (käb) n. [< native name in Niger-Congo area, as in *Wolof Koba*] an orange-red antelope of SE Africa

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

2. in·sure (in shoor') v. [ME. *ensuren*] 1: to contract to be paid or to pay money in the case of loss of (life, property, etc.); take out or issue insurance on (something or someone) 2: to give or take out insurance

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

3. lei (lā) n. [Haw.] in Hawaii, a wreath of flowers and leaves, generally worn about the neck

   a. correct spelling and number of syllables (the word itself)
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

4. mome (mōm) n. [< ?] a blockhead, fool

   a. correct spelling and number of syllables (the word itself
   b. pronunciation of the word
   c. part of speech of the word
   d. origin of the word
   e. meaning of the word

5. mon·e·tize (män' ə tīz) v. [< L. *moneta* a mint + ize] 1: to coin into money 2: to legalize as money

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word

6. o·men (ō' mən) n. [L. < OL. *osmen*] a thing or happening supposed to foretell a future event, either good or evil; augery

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word

7. or·gan·ist (ôr' gə nist) n. [< MFr. or ML.] one who plays the organ

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word

8. per·i·lune (per' ə lōōn) n. [< peri + lune] the point nearest to the moon in the elliptical orbit of a man-made satellite in orbit around it

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word

9. pied (pīd) adj. [ME *pyed*, orig. black and white like a magpie] 1: covered with patches or spots of two or more colors; piebald; variegated 2: wearing a garment of this description

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word

10. plex·i·form (plek' sə form) adj. [< plexus + -form] like, or in the form of, a plexus or network; complex

a. correct spelling and number of syllables (the word itself)
b. pronunciation of the word
c. part of speech of the word
d. origin of the word
e. meaning of the word

OBJECTIVE 4: Using a Dictionary for Pronunciation

You will be able to use a pronunciation key to decide the correct way to pronounce a word.

STRATEGY 1

Read IRS Booklet B-3, p. 2-3 "Using a Dictionary for Pronunciation".

PRACTICE 1

Complete Practice 1 on page 4 of IRS Booklet B-3. Check your answers with Card B-3 at the back of the IRS box.

STRATEGY 2

Read IRS Booklet B-3, pages 5-6, "Using a Dictionary for Pronunciation".

PRACTICE 2

Beside each word in the first column below is the special spelling to show how the word is pronounced. Use the pronunciation key at the bottom of the page to decide how to pronounce each word. If the word has one syllable, decide what other word in that line has the same vowel sound in it, and put an X in the blank before that word. If the word has two syllables or more, notice which syllable is stressed. What vowel sound does that syllable have? Put an X in front of the word that has the same vowel sound.

EXAMPLES:

*shirr (shûr)	___ hear	X fur	___ hire
*rotor ((rō' tər)	___ sun	X no	___ hot

PRONUNCIATION KEY

ă pat/ ā pay/ âr care/ ä father/ ĕ pet/ ē be/ ĭ pit/ ī pie/ îr fierce/ ŏ pot/ ō toe/ ô paw, for/ oi noise/ ou out/ o͝o took/ o͞o foot/ th thin/ th this/ ŭ cut/ ûr turn/ yo͞o use/ ə about/ zh pleasure

1.	fey (fā)	___ key	___ fry	___ gray
2.	nape (nāp)	___ sweet	___ grape	___ suit
3.	annoy (ă̆n oi')	___ coil	___ toad	___ mouth
4.	fluid (flo͞o' id)	___ must	___ rude	___ roll
5.	progress (prŏg' rĕs)	___ fed	___ bone	___ hot
6.	wield (wēld)	___ wide	___ chest	___ feet
7.	site (sīt)	___ wipe	___ wet	___ clean
8.	bole (bōl)	___ coat	___ tent	___ need
9.	flange (flă̆nj)	___ game	___ fast	___ bend
10.	deduct (dĭ dŭkt')	___ tune	___ would	___ cup
11.	reconcile (rek on cīl')	___ hut	___ time	___ ruin
12.	console (kən sōl')	___ born	___ cone	___ shop
13.	patent (pă̆t' nt)	___ ball	___ lad	___ rain
14.	debit (dĕ' bĭt)	___ her	___ team	___ red

PRONUNCIATION KEY

ă pat/ ā pay/ â̆r care/ ä father/ ĕ pet/ ē be/ ĭ pit/ ī pie/ îr fierce/ ŏ pot/ ō toe/ ô paw, for/ oi noise/ ou out/ o͝o took/ o͞o foot/ th thin/ th this/ ŭ cut/ û̆r turn/ yo͞o use/ ə about/ zh pleasure

Did you get 12 or more correct? Good. If not, see your instructor before going on.

OBJECTIVE 5: Using a Dictionary to Get Meaning

You will be able to choose the meaning that makes the most sense in a given sentence from several meanings stated in a dictionary entry.

STRATEGY

Read IRS Booklet A-17, "Using a Dictionary to Get Meaning", pages 2, 3, 5.

PRACTICE

Complete the practices on pages 4, 6, and 7. Check your answers with Card A-17 at the back of the IRS box.

If you got 27 or more correct, go on to the next unit. If you missed more than three (3), see your instructor.

OBJECTIVE 6

You will be able to choose the correct word from the pairs given below to use in ten (10) given sentences.

addition: an increase or something added

edition: form of a published work

affect: to influence

effect: result; to bring about

accept: to take or to receive

except: to exclude or to omit

access: admission to or approach

excess: more than or beyond the usual amount

adverse: unfavorable

averse: having a dislike; opposed

biannual: occurring twice a year

biennial: occurring every two years

eligible: qualified or fitted to be selected

illegible: not readable

farther: adv. - at or to a greater distance
adj. - more distant

further: adv. - to a greater degree
adj. - going or extending beyond

proceed: to advance or go forward

precede: to go before or to be earlier than

permanent: lasting or continuing without change

prominent: outstanding or conspicuous

STRATEGY

All of the words above are easily confused because they look alike and, if not pronounced carefully, they sound exactly alike. As a secretary it will be very important for you to recognize the difference between the words in this objective and to use them correctly. Pay special attention to the beginning letters in these words to keep them straight.

SELF POST-TEST

Study the definitions of the words on page 15 and 16. Then complete this practice without looking back at their meanings.

Choose the correct word for each of the following sentences.

1. The first _____ will be published next month.

   a. addition
   b. edition

2. _____ ink should be used.

   a. prominent
   b. permanent

3. We should soon feel the _____ of the competition in our branch in the East.

   a. affect
   b. effect

4. _____ information was needed on the subject.

   a. farther
   b. further

5. She was _____ to the change of policy.

   a. adverse
   b. averse

6. She just combines two annual reports to make her _____ report.

   a. biannual
   b. biennial

7. Few employees should have _____ to stamps in the office.

   a. access
   b. excess

OBJECTIVE 7

You will be able to choose the correct word from the pairs of words below to use in ten (10) given sentences.

later:	after in time; opposite of "earlier"
latter:	more recent; of two things, the one mentioned second; opposite of "former"
passed:	gone by or elapsed
past:	earlier in time; just preceding
stationary:	fixed or not movable
stationery:	writing materials
respectfully:	with respect; honor
respectively:	in the order given
credible:	plausible, believable
creditable:	worthy of praise
formally:	in a ceremonious manner, according to established custom
formerly:	previously
principal:	main or chief one; a capital sum on which interest is paid; a school executive
principle:	a fundamental truth or rule of action
partial:	showing bias; relating to a part of something
parcel:	a portion; a package; to distribute

8. The longhand was _____, and transcribing from it was very slow.

   a. eligible
   b. illegible

9. The attention line _____ the salutation of a letter.

   a. precedes
   b. proceeds

10. She finished all the letters _____ one.

    a. accept
    b. except

** With a score of 8 or more correct on this activity, you are ready to take the post-test. If you missed more than 2, see your instructor for more explanation.

personal: private or pertaining to a particular person

personnel: employed persons or pertaining to such persons

least: in the smallest degree or amount

leased: contracted; loaned; hired

STRATEGY

On Objective 6 you were given words that are confused because only the beginning letters are different. There are also words that are confused because only the endings or final letters are different. Several pairs of this type of words are listed above.

Study the definitions of these words, then do the following practice without looking back at the definitions.

SELF POST-TEST

Choose the correct word for each of the following sentences.

1. The _____ part of the report was better prepared.

   a. later
   b. latter

2. Several days _____ before any action was taken.

   a. passed
   b. past

3. I have sufficient _____ to write five letters.

   a. stationary
   b. stationery

4. Ms. Jones and Mr. Smith were elected to the offices of president and vice-president, _____.

   a. respectfully
   b. respectively

5. Her _____ performance helped her win the "Secretary of the Year" award.

   a. credible
   b. creditable

6. The proposal was _____ presented to the Board at its regular meeting.

   a. formally
   b. formerly

7. The _____ of debit and credit is necessary to an understanding of accounting.

   a. principle
   b. principal

8. Take the _____ to the post office.

   a. partial
   b. parcel

9. _____ calls should not be received in the office.

   a. personal
   b. personnel

10. The secretary who was _____ efficient was fired.

   a. leased
   b. least

SCORING

If you got 8 or more of these correct, you are ready to take the final post-test on this objective. If you missed more than 2, see your instructor for further help.

OBJECTIVE 8

You will be able to name three sources besides a dictionary which help you find exact meanings of words and identify the location of these sources in materials used in your vocational program.

STRATEGY

1. This puzzle will tell you the name of another source you can use to find an exact word meaning. Read the phrases below. Each one tells about a term in Business that is important to know. (Number e is thrown in for good measure - see if you can figure it out.) The first letter will help you. Write the word in the blanks. You may use a dictionary.

   a. keeping track of credits and debits

      B _ _ _ _ _ _ _ _ _ _

   b. place in order in folders

      F _ _ _

   c. record accounts in a business ledger

      P _ _ _

   d. written information in an abbreviated form

      S _ _ _ _ _ _ _ _

   e. What weighs many tons but falls without making a sound?

      S _ _ _

   f. make copies

      D _ _ _ _ _ _ _ _

g. boss's right-hand person

S* _ _ _ _ _ _ _ _

h. machine for writing

T* _ _ _ _ _ _ _ _ _

Now look at the starred (*) boxes. They spell the answer to this question: What is the closest place to look up the meaning of a word found in a textbook?

— — — — — — — —

(CLUE: A list of words and their meanings that is usually found at the back of the book.)

2. One of the first things you should check when you get a textbook for one of your classes is whether or not it has a glossary.

Use a glossary in one of your texts to answer the following questions.

a. Words are listed in _____ order.

Yes, alphabetical order is correct.

b. An entry for a word usually gives ____ (number) definition(s).

c. Definitions for the words are (choose one):

(1) general
(2) specifically related to the subject you're reading about

Did you answer that there is usually one definition? Though the word may have several possible definitions, the glossary usually lists only the specific meaning as related to the subject you're reading about.

3. There are other ways of using your book to find out the precise meanings of words. These ways are reviewed below.

   a. Index:

      This is usually located at the very end of a book. It tells you on what page (or pages) you can find specific information the book contains. A good index lists every subject that is discussed in the book. It does NOT, however, give definitions for words. (For further explanation of an index, see IRS booklet A-25.)

   b. Footnotes and Context:

      Many times the author gives the definition for a technical word* on the same page, as is being done in this sentence. Sometimes, the authors include the meanings of words within the text material. Pay attention to the style and color of the print. These clues all save you from having to interrupt your reading further by turning to the back of the book or looking the word up in the dictionary. If the word is written in dark, heavy print, it is usually very important to your understanding of the paragraph. If the definition for a word is not given on the same page, check the glossary or the index at the back of your book.

4. The rule of thumb is to look for the closest available source to the paragraph you are reading for looking up the meaning of a word. Place these sources in order of their closest location:

   glossary, dictionary, index, footnotes/or context

   1) _____

   2) _____

   3) _____

   4) _____

* a word related directly to a particular subject area.

REFERENCES USED FOR THIS LEARNING PACKET:

Individualized Reading Skills Program, Houghton Mifflin Co., Geneva, Illinois, 1974.

Herber, Harold, Teaching Reading in Content Areas, Prentice-Hall, Inc., New Jersey, 1970.

Karlin, Robert, Teaching Reading in High School, Bobbs-Merrill Company, Inc., 1964.

Obj. 1

1. advertise
2. convenience
3. debit
4. executive
5. liability
6. personnel

1. filing - financing
2. inventory - investment
3. telephone - teletype
4. respectfully - respectively

a. F
b. E
c. B
d. F
e. M
f. B
g. M
h. B
i. M
j. M
k. F
l. B
m. F
n. B
o. M

Obj. 2

machine - money order
management
mailgram
misfile
microfilm
minutes
microwave
mimeograph

legality - liability
letterhead
letterhead

dictation - executive
deposit
enclosure
dividend
eraser
envelope
endorsement
dictionary
duplicating

Obj. 3

1. (sə voi')
2. adj., adjective
3. [ME skeyn < MFr.]
4. like a star, as in shape (stel'ər)
5. 2, n., a principle, doctrine, or belief held as a truth as by some group

Self Post-Test

1.	C	6.	A
2.	A	7.	E
3.	E	8.	B
4.	D	9.	C
5.	B	10.	D

Obj. 4

1. gang
2. grape
3. coil
4. rude
5. hot
6. feet
7. wipe
8. coat
9. fast
10. cup
11. time
12. cone
13. lad
15. red

Obj. 6

1.	B	6.	B
2.	B	7.	A
3.	B	8.	B
4.	B	9.	A
5.	B	10.	B

Obj. 7

1.	B	6.	A
2.	A	7.	A
3.	B	8.	B
4.	B	9.	A
5.	B	10.	B

Obj. 8

a. balancing
b. file
c. post
d. snow
e. duplicate
g. secretary
h. typewriter

4. 1. footnotes/context
2. flossary
3. index
4. dictionary

GLOSSARY

ANSWER KEY
PRE/POST TEST
FINDING EXACT MEANINGS

Obj. 1

6	some	5	leave
3	hope	8	them
7	that	1	alone
4	I	9	to
10	will	2	fly

1. back
2. back
3. front
4. middle
5. front

Obj. 2

spat
stop
spoil
supper
stamp

Obj. 3

1. B
2. C
3. E
4. D
5. A

Obj. 4

1. cook
2. choke
3. take
4. sail
5. wit

Obj. 5

1. C
2. A
3. C
4. B
5. B

Obj. 6

1. glossary
2. index
3. footnotes/context

BUSINESS ONLY 5-7

4	affect	8	biennial
7	effect	3	passed
1	eligible	10	past
9	illegible	6	leased
2	biannual	5	least

PERSONAL ACHIEVEMENT

READING

Business

Mastering Technical Vocabulary

Revised by Janet R. Swinton from Ellen Lamar Thomas and H. Alan Robinson, *Improving Reading in Every Class: A Sourcebook for Teachers;* copyright by Allyn and Bacon, Inc., 1972, pp. 297-304. Reprinted with permission. Some word changes have been made for easier reading.

MASTERING VOCABULARY

Here's a method that can help you lift your vocabulary well above its present level. It's tailored to your individual preferences. You decide the words you want and need. You collect them when time is available, and not when it isn't. You set your own goals and move toward them as you wish. This method will help you not only learn, but also remember the meanings of new vocabulary words.

HOW TO MASTER THE VOCABULARY OF BUSINESS

(Put these tips to work, and your dividends may be dramatic!)

As you begin a new course in Business it may seem as if you're learning a foreign language. Difficult new technical terms crowd the pages. Easy, familiar words appear with unexpected new meanings. The everyday word between suddenly becomes technical - with an extremely precise meaning! The word exactly takes on a special meaning - even any, if and or.

Rote memory is no longer enough. You must gain a working understanding - learn to use the new "word tools" well and intelligently. Once an unfamiliar term is defined, or a familiar term defined again, the authors will use it again and again, taking it for granted that you understand it. If you pass over these new terms lightly, word blocks will soon get in the way of your learning. Your reading will become an obstacle course. Learn the new terms thoroughly when they're introduced, and you'll have precision tools for grasping essential new knowledge to the last day of the course.

Clearly, your vocabulary abilities now become a tremendous asset. Fortunately, learning experts - in actual experiments with students - have researched learning and memory techniques. Some of the strategies suggested here are based on years of experimentation in the psychology of learning.

STRATEGY 1:

HOW WILL THE AUTHOR ALERT YOU TO IMPORTANT TERMS?

When key terms or concepts are first introduced to you in textbooks, the authors usually flag you with a conspicuous signal. The signal used may be heavy black (boldface) type, underlining, color, and *italics*. Words signalled in these ways are crucially important "official" Business terms.

In the passage below, the authors make an important term stand out on the page by *italicizing* it.

STOP! LOOK! LEARN!

Some deductions from the list or catalog price are called *cash discounts*. One type of cash discount is the *time discount*.

ACTIVITY

Scan your own textbook and see how the authors signal important new terms. List those ways on a separate piece of paper.

* * *

Sometimes there is an "explosion" of new words - like the one below - in a very brief space. Yet every new term is basic for your future learning and calls for thorough learning and remembering. (Here the author has indicated important words by underlining them.)

TOOLS FOR FUTURE LEARNING

A balance sheet is an essential document in any business. It shows the assets, liabilities, and proprietorship.

STRATEGY 2:

TIPS FOR LEARNING DIFFICULT TECHNICAL TERMS

1. Pay attention to each term when it first appears. Read so that you understand the definition--not to memorize, but to get a real understanding of the meaning.

2. Take a new word apart if you can. Do you recognize a familiar part? If, for example, you recognize the familiar prefix *poly-* meaning many, you already have a hold on *polygamist, polygraph, polyglot.* If you recognize the word part *equi-* meaning equal, it helps you unlock *equidistant, equivalent,* and *equation.* The familiar prefix *co-* meaning with or together with, can help you understand *coordinate, cooperate,* and *co-worker.* (See Unit I for more word part clues.)

3. Read and reread as often as is necessary. Reading-once-straight-through patterns are not very helpful. Complete stops are called for frequently. Thought time is essential in addition to reading time.

4. The author's definition of a new term is almost always followed by examples. Examine these examples and figure out whether in fact they do follow the definition.

5. Try to think of counter examples, examples which do not come under the definition. When thinking of these, you may find it helpful to change a word or two in the definition.

6. Read the definition as you read all Business materials, pencil in hand. Make notes and create your own examples.

7. Suppose as you are reading the definition of the new term, you come across a technical term you've already met in the course whose meaning you don't remember. We all forget! You have the meaning right at your fingertips through the index for instant access to the original explanation of the forgotten term.

8. As you're working with the new term, try to express its meaning in actual words--your own words.

9. You may find a "List of Some Important Terms to Learn" toward the end of each chapter. You'll want to check your understanding of this list of terms. The terms the authors have selected for this list are crucial. You may also want to check your own list of key words and their meanings.

10. Make an effort to use your new Business terms.

IN SUMMING UP

1. Read to understand.
2. Look for familiar word parts.
3. Reread.
4. Study the examples.
5. Make up counterexamples.
6. Be active with your pencil.
7. Use your index.
8. Self-recite.
9. Review.
10. USE YOUR NEW LEARNINGS!

STRATEGY 3:

A. MASTERY OF NEW TERMS

Should you memorize the meanings of new terms? Chances are you won't need to. Memory of the meanings of new words will often come about naturally as you go over the material, reread, do problems. This is not to encourage imprecise half-learning of essential terms. Terms in Business are defined rigorously. It's essential to get strict meanings in mind. Remembering a very close version of what has been said will be a tool in future learning.

B. KEY WORDS SHOULD BE "COLLECTOR'S ITEMS"

Set aside a section of your notebook as a Business Glossary. As you run across each new key term, collect it for your glossary. Keep this record up to date from day to day. Take about two minutes - that's all you'll need - to make each entry.

You may find the "divided page" handy. Make a line down the middle of a page in your notebook. In the Key Term column to the left, record the new word. In the Meaning column to the right, write the meaning carefully.

The divided page is handy when review time comes. The dividing line makes it possible to conceal the meaning completely as you check your understanding of a term later.

Mark the end of each unit - perhaps with a double line. Now when you want to go back and check on the new words you've

studied in a certain unit, you'll know exactly where to find them.

If you were to do nothing more than record the new words you'd met in a unit and then lose your glossary, you would still have an advantage. The muscular act of writing, in and of itself, would have already strengthened your learning.

THE "DIVIDED PAGE"

KEY TERM	MEANING
	Test your understanding by covering this side.

ACTIVITY

Turn to a chapter you are presently studying in one of your course textbooks. Locate and record ten (10) key terms and their meanings in your glossary. Congratulations! . . . you now have the beginnings of a helpful tool. Use it as you read further for class.

STRATEGY 4:

USE THE "MOST POWERFUL STUDY TECHNIQUE"

Students often ask, "How can I retain what I study?" You can learn for the future with the most powerful study technique known to psychologists!

Conceal the right-hand side of your divided page with your hand or with a cover card (index card) and try to express the meaning - not by memory, but with full understanding of what you are saying. Then lift the card and check. Continue checking until you have full understanding. Mark items that are especially difficult, and double-check these next time.

You'll find a cover card handy in other ways. Using a card to work through chapters as you review is often more effective than rereading. You can reread materials and dream all the way through. The cover card forces you to concentrate as you struggle to recall what's underneath.

STRATEGY 5:

USE YOUR SENSES FOR FASTER, FIRMER LEARNING

Multisensory study can speed and strengthen your learning. Eyes are just one of your learning channels. Use your eyes only, and you turn on just one-third of your sensory channels for mastering a new term. What other learning channels can you use? Your auditory and motor channels.

"SEE IT!
SAY IT!
HEAR IT!
DRAW IT OR WRITE IT!"

As you study, see the material as you read the word and think about its meaning.

Then say the new term and formulate its meaning aloud or in a whisper. Now you're adding kinesthetic learning. As you form the sounds, the muscles of your throat, tongue, and lips are reinforcing your memory.

And as you say it, hear it. Now you call in hearing, another learning channel.

Draw a figure to illustrate the term or write down its meaning. Now you bring more learning power into play - your motor equipment. Write down just a key word or two in the definition as you express the meaning to yourself. Pencil work helps concentration; it has a "no-doze" effect.

Any writing you have already done - on a scratch sheet or on the divided page - has already reinforced your learning.

"See it! Say it! Hear it! Draw it or write it!" is all-out study - a four-way reinforcement. The variety itself helps you recall. The change of pace - eyes, ears, voice, pencil - keeps you alert and increases the amount you learn.

ACTIVITY

Use the technique you've just read to learn the ten (10) words on your glossary list. When you feel confident that you know the words, see your instructor for a post-test.

STRATEGY 6:

TO RETAIN LONGER, SPACE OUT YOUR REVIEWS

You can remember longer simply by the way you place your reviews. You can place your first review to minimize forgetting. Suppose you read your class assignment today. When will forgetting take its greatest toll? If your forgetting is typical, the greatest loss will be within one day. Arrange your first review to check this drop. Place it from 12 to 24 hours after you study your vocabulary terms. Reinforce immediately, and you will remember much longer. It might be a good idea to review the previous assignment immediately before going on to the new assignment.

A study expert pointed out the "Curve of Forgetting" to military officers returning to academic study after being out of school for several years.

The first student studied one hour on September 30, and six weeks later remembered very little.

FIGURE 6–7. Curve of forgetting. (Drawing reproduced by permission of Dr. Staton.)

* Thomas F. Staton, *How to Study* (Montgomery, Alabama: Box 6133, 1968), p. 59. The drawings are reproduced with permission.

The second student studied only 30 minutes on September 30, but he spaced out his reviews - 15 minutes on October 1 and 10 minutes more on October 8. On November 8 it took this student just a 5 minute review to bring back what he wanted - with 100% mastery.

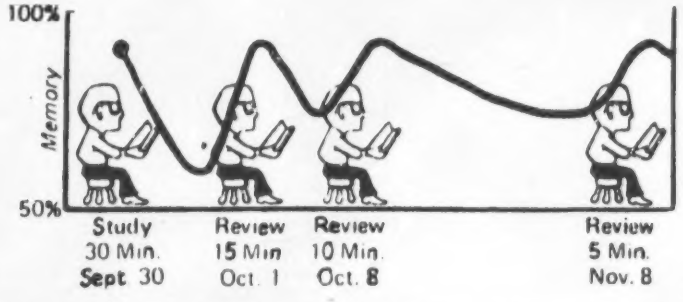

FIGURE 6-8. Spaced reviews. (Drawing reproduced by permission of Dr. Staton.)

Both students studied just one hour, but the one who spaced out his reviews had far better retention.

Your glossary of terms lends itself to spaced reviews. You can have a quick run-through waiting for a friend, riding to school, waiting for a bus, between classes, just before a test.

Take care, though that your run-throughs don't become unthinking, mechanical repetitions. Your instructors hope that as you review your terms and their meanings, you will focus on what the definition is really saying. They sound this warning:

> Though precise understanding is absolutely essential, too much stress on memorization of words may destroy your understanding of the real meanings.

You'll find that spaced-out reviews will pay you high dividends in aspects of Business other than vocabulary and in other school courses as well.

> LEARN THE NEW TERMS FROM DAY TO DAY! THEY'LL BE YOURS TILL THE LAST DAY OF THE COURSE - AND BEYOND - AS TOOLS FOR GRASPING ESSENTIAL NEW KNOWLEDGE.

ACTIVITY

Review the same ten (10) words you were tested on at one and two weeks from today. During the fourth week, give yourself a quiz to see how much you remember at that point.

STRATEGY 7:

SET YOUR OWN GOALS FOR VOCABULARY

Only you can set goals for yourself! Only you can move toward them!

If you've decided to start a personal word collection, please set goals for yourself as suggested below. You'll want to consider your test score, your own judgement as to what you need, and any suggestions from your teacher.

The goals you set today are only tentative. You may wish to change them as you make progress. Your goals should be realistic. Planning more than you can possibly attain brings only disappointment.

Your teacher will discuss your goals with you.

TO IMPROVE YOUR VOCABULARY	PLANNED	FINISHED
1. How many words do you plan to have in your personal word collection (and really learn) before the end of the month?	____	____
2. Have you decided to collect a definite number of words each day? week? If so, what is your quota?	____	____
3. Some students prefer not to set a daily or weekly quota, but to collect their new words whenever the reading they are doing at the moment lends itself. If this is your decision, indicate by checking here. ____		

PRE/POST TEST
MASTERING TECHNICAL VOCABULARY

STRATEGY 1

List at least three (3) ways an author may alert you to important terms in your text.

1. _____

2. _____

3. _____

STRATEGY 2

List at least eight (8) things to do to learn a new technical term.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

STRATEGY 3

Explain what the "divided page glossary" is, and how it may help you learn new terms.

STRATEGY 4

Explain what a "cover card" is, and how it may help you learn new terms.

STRATEGY 5:

Explain how using your auditory and motor channels help you remembering new terms.

STRATEGY 6

Mark the following statements True or False

____ Your greatest time for forgetting is within 24 hrs. after you first heard something.

____ It is a good idea to review a previous assignment immediately before going on to a new assignment.

____ It is better to study an assignment once, for a large amount of time, then several times for shorter amounts of time.

STRATEGY 7

Explain why you should set your own goals for learning new vocabulary.

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ANSWER KEY
PRE/POST TEST
MASTERING TECHNICAL VOCABULARY

STRATEGY 1

1. heavy type
2. italics
3. colon, also underlining

STRATEGY 2

any 8 of the following

read to understand
look for familiar word parts
reread
study the examples
make up counter examples
be active with your pencil
use your index
self-recite
review
use your new words

STRATEGY 3

Divided page glossary is a form used to make your own glossary, with terms written on one side of the page and their meanings on the other. It is an orderly way to collect, store, and learn new terms.

STRATEGY 4

A cover card is simply a card used to cover up meanings or terms to check your memory when you are trying to learn terms. It helps you concentrate on what you are studying.

STRATEGY 5

By using your sight, voice, hearing, and muscles to study a word you learn the word through a variety of senses and therefore learn the word better.

STRATEGY 6:

T, T, F

STRATEGY 7:

By setting your own goals, what you learn is meaningful to you, and applies directly to your needs.

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